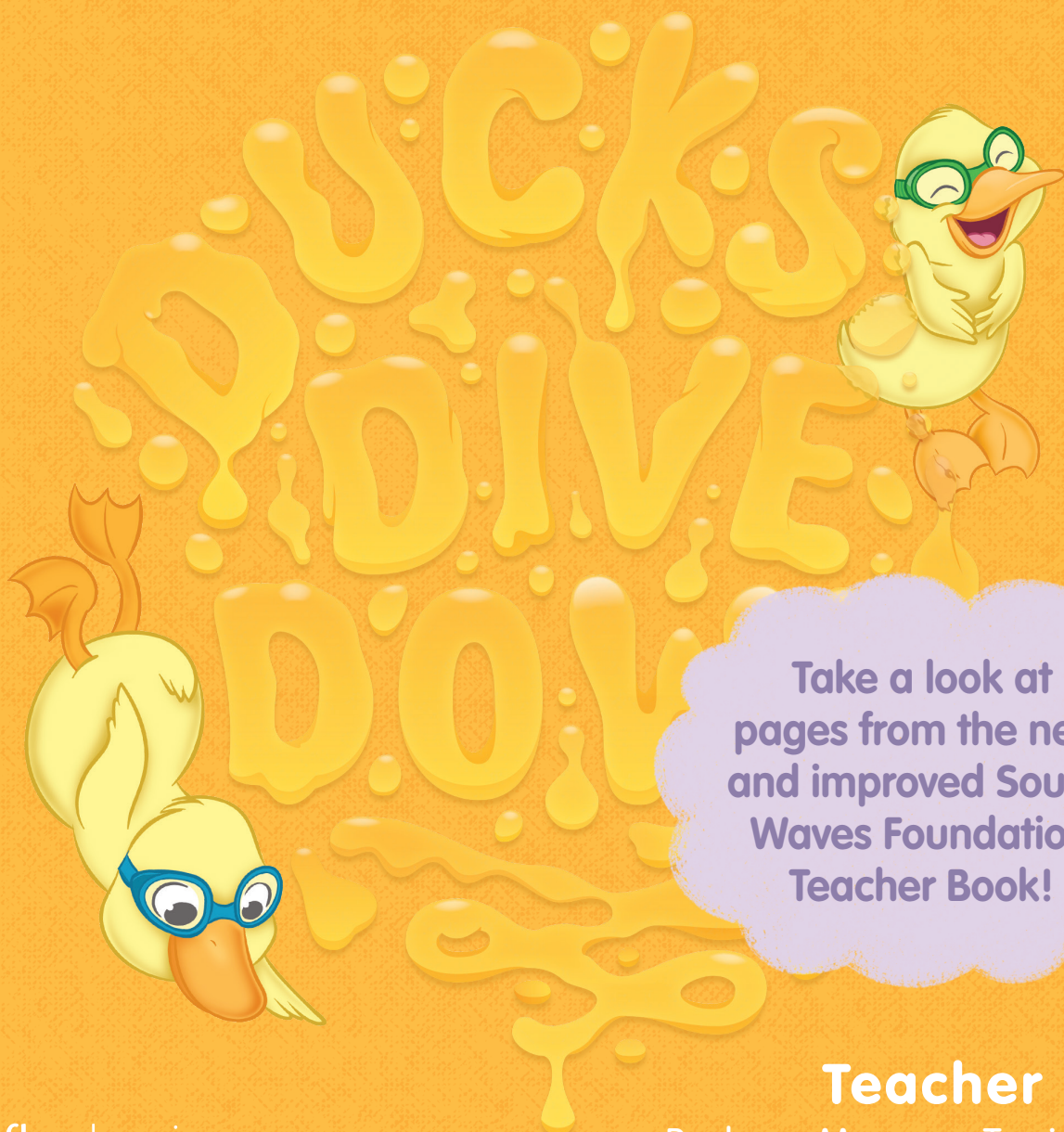


SOUND WAVESTM FOUNDATION F

• An Introduction to Synthetic Phonics •



Take a look at
pages from the new
and improved Sound
Waves Foundation
Teacher Book!

How to Use This Book

Phase 1: Exploring Sounds

Each of the 43 Exploring Sounds lessons are designed to effectively and systematically introduce one sound of Australian English in no more than 30–40 minutes a day, including the student activity.

Warm Up

The discussion starters contextualise the Sound Icon before it is formally introduced in the Teaching section. This is a great discussion to have first up as part of your morning routine.

Teaching

The 4-step lesson sequence teaches the focus sound and phonemic awareness skills. A range of activities and stimuli are used throughout the sequence ensuring maximum engagement for students.

Student Activity

The Student Book contains phonemic awareness and pre-writing activities that consolidate the day's teaching.



/k/ as in kite

Warm Up

Introduce the Context

As a class, discuss:

- What is a kite?
- What are kites made from?
- Where can we fly a kite?
- Have you flown a kite? Was it easy or tricky?

Teaching

1. Introduce the Focus Sound

- Display the Sound Icon and tell students to say the /k/ sound every time they see .
- Model articulation of the sound and ask students to practise making the sound.
- Model the Chant and Action and ask students to practise performing the chant and action.

2. Identify the Focus Sound

- Display the cake image to the class. Say the name of the image, emphasising the focus sound. Ask students to repeat after you. Continue with kite, key, cat, cup and car.
- Brainstorm words and names containing the focus sound (oral only).

3. Focus Sound Search

- Ask students to name any images within the illustration that contain the focus sound.

4. Segment, Blend and Select

- Display the cake, kite, key, cat, cup and car images to the class. Segment the name of one of the images (e.g.), holding up a finger for each sound. Ask students to repeat the sounds after you and then blend the sounds to make the word (cat). Choose one student to identify the image that matches the word. Continue with the remaining images.

Student Activity

Student Book Activity

Display page 7 of the Student Book. Read the instructions to students and discuss the images. Model what has to be done before students complete the activities independently.

Extra Games and Activities

Art

Construct paper bag kites. See instructions on page 163. Alternatively, make mobiles from kite outline on **BLM A2**. Paint and decorate with collage materials and add string tails with twisted crepe paper bows. Hang on coat hangers and display.

Move to the Sound

Students perform a crazy kite action when they hear . Use: cake, kitten, bat, car, ball, key, keep, king, bin, kitchen, cat, boot, cup, big, can, kite, coat, cap, bag, boat, bun, corner. See instructions on page 163.

Jumping Jacks

Students listen to the series of words and jump up when they hear a word that doesn't rhyme:

- jack, back, pack, deck
- peck, wreck, check, bike
- duck, luck, muck, beak
- kick, lick, pick, sock
- lock, knock, rack, cake

See instructions on page 161.

For more games and activities, visit the homepage via the QR code or turn to pages 158–166.

Sound Waves F Teacher Book

ISBN 978 1 74135 351 8

QR Code

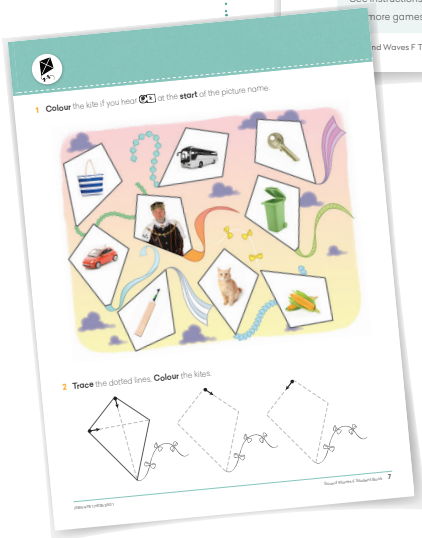
Use the QR code to quickly access your Sound Waves Online account. Here you'll find all the slideshows, videos and interactive tools you need to conduct the lesson.

Offline Resources

If you want to conduct the Teaching offline, simply refer to the resources listed to the right of the steps. Here you'll find which BLM, Teacher Book page or Toolbox resource to use in place of the online resource.

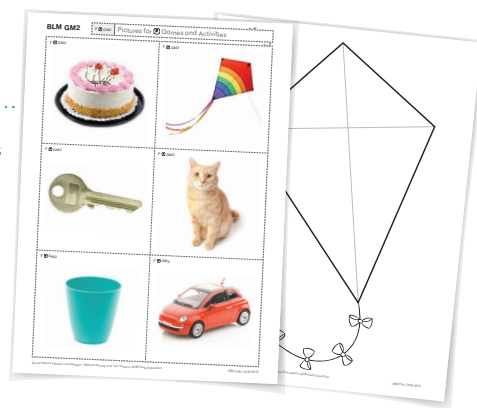
Extra Games and Activities

Optional extras to complete throughout the course of the day if you have time. The Art activity reinforces the icon and the games revise sound-based skills.



Black Line Masters

BLMs mentioned in the lesson plan and Extra Games and Activities are easily downloaded from Sound Waves Online.



How to Use This Book

Phase 2: Discovering Graphemes

The Discovering Graphemes phase introduces 63 graphemes over 51 units. Unlike Phase 1, each unit is taught over two days. On Day 1, students are introduced to the focus grapheme/s and List Words. On Day 2 students learn and practise Special Words, sentence writing, reading and more. Each lesson is designed to take no more than 30–40 minutes a day, including the student activity.

Warm Up

Quick revision activities reinforce the Chants and Actions, and previously learned List Words.

Teaching

The lesson sequence provides teachers with clear, consistent steps for introducing students to the focus phoneme-grapheme relationship. This includes modelling and introducing articulation, letter formation, and reading and spelling of List Words.

Student Activity

The Student Book contains opportunities for students to apply the knowledge and skills learned in the lesson.

k for  k

Day 1

Grapheme: k
List Words: kid | kit

Warm Up

Revise Chants and Actions

Perform all the Chants and Actions to revise the 43 sounds.

..... Track 3 of Let's Sing the Sounds CD

Revise List Words

Display and read the previous 20 List Words. Say the sound for each grapheme, then blend the sounds to make the word. Ask students to repeat after you.

..... List Word Flashcards



Teaching

1. Revise the Focus Sound

- Model articulation of the focus sound and ask students to practise making the sound. Ensure students understand this is the focus sound for the next two days.
- Brainstorm words and names containing the focus sound (oral only).

..... page 167

2. Introduce the Grapheme

Display the  Sound Box. Explain that the letter k can be used to represent the focus sound. Say the List Words kid and kit, emphasising the focus sound and ask students to repeat after you. Tell students to say the focus sound whenever they see .

..... Sound Card

3. Write the Grapheme



Model how to write k and K. Demonstrate where to start, which direction to take and where to finish. Ask students to practise writing the letter in the air, on the floor, or on the back of the student in front of them.

4. Read List Words

Display the List Word kid. Point to and say the sound for each grapheme, then blend the sounds to make the word. Ask students to repeat after you. Continue with the List Word kit.

..... List Word Flashcards

5. Write List Words

Display the  and  Sound Icons. Point to and say the sound for each icon, then blend the sounds to make the List Word kid. Ask students to segment kid, counting the sounds on their fingers.

..... Icon Sound Cards

Model writing kid on the whiteboard. Erase the word then choose a student to write the word. Continue with the List Word kit.

Tip: Have students use Write on Cards (BLM WOC) or mini whiteboards to practise writing the List Words.

Student Activity

Student Book Activity

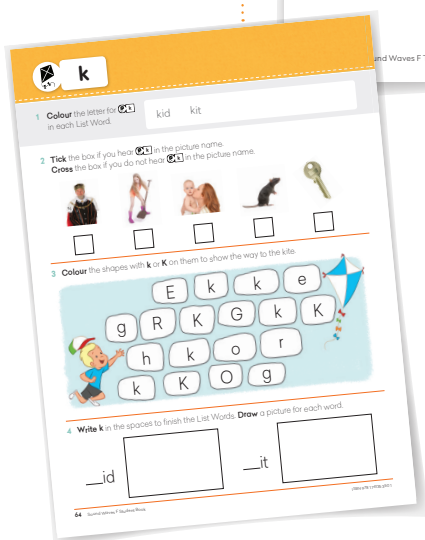
Display page 64 of the Student Book. Read the instructions to students and discuss the images. Model what has to be done before students complete the activities independently.

Daily Focus

The focus grapheme/s and List Words for the day's lesson.

Offline Resources

If you want to conduct the Teaching offline, simply refer to the resources listed to the right of the steps. Here you'll find which BLM, Teacher Book page or Toolbox resource to use in place of the online resource.



Warm Up

Fun, interactive activities which revise previously learned Special Words, List Words and phoneme-grapheme relationships.

Teaching

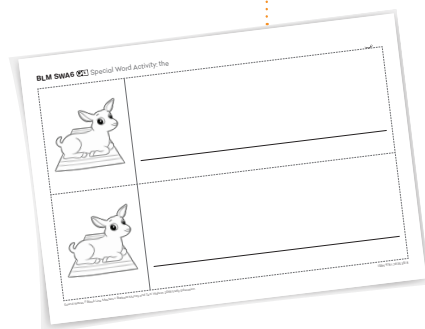
The lesson sequence introduces and explains the Special Word.

Note: If the lesson does not include a Special Word this section is not included.

Student Activity

Using a downloadable BLM, students complete an activity that consolidates the day's teaching, such as writing the Special Word in a decodable sentence to match a picture prompt.

When a Special Word is not taught, students complete a grapheme, rhyming or word activity to consolidate previously learned concepts.



Day 2

Warm Up

Memory

Display, face down, 4–6 pairs of previously learned Special Words. Have students take turns turning over a card and reading the Special Word, then turning over another card to match. Repeat until all the words have been paired.

..... BLM WU12

Build a Word

Display a selection of Sound Icons and matching graphemes, including . Segment the List Word kit, holding up a finger for each sound. Ask students to repeat after you. As a class, select the correct icons and matching graphemes to build the word. Continue with rhyming words *hit*, *pit*, *fit* and *sit*.

Tip: Have students use Write on Cards (BLM WOC1) or mini whiteboards to practise writing the words.

..... Icon Sound Cards and Grapheme Flashcards or Sound Cards

Teaching

1. Introduce the Special Word

- Display and read the Special Word *the*.
- Explain that *the* is special because it has **th** for which students will learn later in the year, and **e** for which is not explicitly taught during the year. Ask students to use the in a sentence (oral only).

..... Special Word Flashcard

2. Read the Special Word

Show the decodable sentence *The kid is on the mat* to the class. Model reading the sentence. Point out that when *the* is at the start of a sentence, it begins with a capital **T**. Ask students to read the sentence aloud.

Student Activity

Special Word Activity

Print a class set of the Special Word Activity (BLM SWA6).

..... BLM SWA6

Model writing the decodable sentence *The kid is on the mat* to match the picture prompt on BLM SWA6 before students complete the activity independently.

Small Group Reading

Decodable Reader

Print a class set and one A3 copy of the Decodable Reader (BLMs DR6a–DR6b).

Read the A3 copy of the Decodable Reader to the class. Model reading from left to right, decoding words and identifying any Special Words, then draw pictures to match the text.

With one small group at a time, ask students to read their Decodable Readers aloud. Prompt them to decode the words they do not automatically recognise. Finally, have students illustrate their booklets with images that match the text.

Extra Games and Activities

Brainstorming: Brainstorm words containing the focus sound (written). See instructions on page 159.

Toss a Coin Board Game: Students give phonemes and/or words for specific graphemes on BLM GM61. Students may need a thorough explanation and extra supervision the first few times they play this game. See instructions on page 166.

Handwriting Practice: Students practise letter formation using BLM HW15.

For more games and activities, visit the homepage via the QR code or turn to pages 158–166.

ISBN 978 1 74135 351 8

Sound Waves F Teacher Book 85

Extra Games and Activities

Games and activities on sounds, spelling and handwriting which are perfect for when you have a few minutes spare or are looking for an activity suitable for rotations.



QR Code

Use the QR code to quickly access your Sound Waves Online account. Here you'll find all the slideshows, videos and interactive tools you need to conduct both lessons.

Daily Focus

The focus Special Word/s and concepts for the day's lesson.

Decodable Reader

Read and Draw Decodable Reader booklets provide students the opportunity for instant reading success. Simply cut and staple the downloadable BLMs into booklets ready for students to read and illustrate.

List Words and Special Words

As students progress through the Discovering Graphemes phase, they are introduced to List Words and Special Words.

List Words are words that students will be able to read and spell, based on the phoneme-grapheme relationships they have been taught.

Special Words contain phoneme-grapheme relationships that have not yet been explicitly taught. These words are required in Phase 2 for students to be able to read and decode complete sentences.

Grapheme/ Sound	List Words	Special Words
m for 		
a for 	am	
t for 	at, mat, Tam	
s for 	sat, Sam	
i for 	it, sit	
d for 	sad, Dad	
f for 	fit, fat	
n for 	in, and, fan, man, Dan, Nat	a
p for 	pat, tap	
o for 	on, off, pot, top	A
r for 	rat, ran	I
g for 	got, pig, dog	is
e for 	red, peg, get	
h for 	hat, hot, hit	has
k for 	kid, kit	the
c for 	can, cat, cot, cap	
u for 	run, sun, Mum	
b for 	bat, bed, big	to
l for 	lid, log, leg, let	look
j for 	jet, jog, jug	he, she
y for 	yes, yet	you, no
v for 	van, vet	have
w for 	win, wet, web	was
z for 	zap, zip	his
ck for 	back, neck, kick, sock, duck	
ng for 	hang, king, rung, song	
ss for 	mess, miss, kiss, toss, fuss	see
ff for 	off, puff, huff, cuff	go
ll for 	bell, fill, will, doll, dull	

Grapheme/ Sound	List Words	Special Words
zz, s for 	jazz, fizz, buzz, is, has, was	
x(ks) for  	mix, six, fix, fox, box	
q for  u for 	quit, quick, quiz	
ch for 	chat, check, chips, chop	for
sh for 	shell, ship, shop, shut, fish	of
th for 	thick, thin, thong, with	
th for 	this, that, then, them	there
s for 		come, some
ai, ay, a_e for 	rain, tail, day, play, cake, game	they
ee, e, ea for 	see, bee, we, she, eat, seat	
i_e, y for 	like, five, nine, by, my, why	one
oa, o_e, o for 	boat, road, home, nose, go, so	goes, going
ar, a for 	car, card, far, farm, ask, fast	are, after
ir, ur for 	girl, bird, third, fur, turn, hurt	her, were
or, a for 	or, for, fork, all, ball, call	four, your
oo, u for 	took, good, put	could, would, should
oo for 	room, cool, too	do, two, who
ou, ow for 	our, out, house, how, now, down	
oy for 	boy, boys, toy, toys	said
eer, ear for 	ear, hear, dear, deer	here
air for 	air, chair	where
er for 	mother, father, sister, brother	



/b/ as in balloon

Warm Up

Introduce the Context

As a class, discuss:

- When do we see balloons?
- What do you like to do with balloons?
- What happens when a balloon bursts?
- Why shouldn't we let balloons float away?





For best results, conduct this lesson using **Sound Waves Online** via fireflygo.com/swf-1-1.

To complete the lesson offline, use the resources listed below. For more information see page 7.

Teaching

1. Introduce the Focus Sound

- Display the  Sound Icon and tell students to say the /b/ sound every time they see . Icon Sound Card
- Model articulation of the sound and ask students to practise making the sound. page 167
- Model the Chant and Action and ask students to practise performing the chant and action. page 167




2. Identify the Focus Sound

- Display the *bus* image to the class. Say the name of the image, emphasising the focus sound. Ask students to repeat after you. Continue with *bike*, *bag*, *ball*, *bee* and *boat*. BLM GM1
- Brainstorm words and names containing the focus sound (oral only).

3. Focus Sound Search

Ask students to name any images within the illustration that contain the focus sound. online only

4. Segment, Blend and Select

Display the *bus*, *bike*, *bag*, *ball*, *bee* and *boat* images to the class. Segment the name of one of the images (e.g. , , , holding up a finger for each sound. Ask students to repeat the sounds after you and then blend the sounds to make the word (*bus*). Choose one student to identify the image that matches the word. Continue with the remaining images. BLM GM1

Student Activity

Student Book Activity


Display page 6 of the Student Book. Read the instructions to students and discuss the images. Model what has to be done before students complete the activities independently.

Extra Games and Activities

Art

Draw faces or people on balloons. Group into families. Alternatively, print with three small balloons dipped into three different colours of paint. Dab lightly on balloon outline on **BLM A1**. Print on both sides. Cut out, add strings and hang in the classroom.

Who or What Am I?

Students give answers containing  to the clues:

- | | |
|--|--|
| – I am a very young person. (<i>baby</i>) | – I am fun to ride. (<i>bike</i>) |
| – I am a long, yellow fruit. (<i>banana</i>) | – I am good to read. (<i>book</i>) |
| – You throw and catch me. (<i>ball</i>) | – I am an insect. (<i>bug</i>) |
| – You put me on bread. (<i>butter</i>) | – I carry lots of people. (<i>bus</i>) |

Add a Rhyming Word

Students add a rhyming word containing  to each series of words:

- | | |
|-------------------------------------|------------------------------------|
| – cab, dab, jab, lab, <i>gra</i> __ | – rib, nib, fib, jib, <i>bi</i> __ |
| – cob, bob, sob, mob, <i>ro</i> __ | – cub, bub, hub, pub, <i>ru</i> __ |

For more games and activities, visit the  homepage via the QR code or turn to pages 158–166.



/a/ as in apple

Warm Up

Introduce the Context

As a class, discuss:

- What type of food is an apple?
- Where can we get apples?
- What are the different parts of an apple?
- Do you like red or green apples?
- How do you like to eat apples?



For best results, conduct this lesson using **Sound Waves Online** via fireflygo.com/swf-1-25.

To complete the lesson offline, use the resources listed below. For more information see page 7.

Teaching

1. Introduce the Focus Sound

- Display the Sound Icon and tell students to say the /a/ sound every time they see Icon Sound Card
- Model articulation of the sound and ask students to practise making the sound. page 173
- Model the Chant and Action and ask students to practise performing the chant and action. page 173

2. Identify the Focus Sound

- Display the *apple* image to the class. Say the name of the image, emphasising the focus sound. Ask students to repeat after you. Continue with *ant*, *astronaut*, *axe*, *arrow* and *avocado*. BLM GM25
- Brainstorm words and names containing the focus sound (oral only).

3. Focus Sound Search

Ask students to name any images within the illustration that contain the focus sound. online only

4. Segment, Blend and Make

Display the *bag* image, and its matching Sound Icons in a jumbled order (e.g. , ,). Say and count the sounds in the image name, holding up a finger for each sound. Icon Sound Cards and BLMs GM1, GM2, GM6, GM7, GM9

Ask students to repeat the sounds after you and then blend the sounds to make the word.

As a class, arrange the icons to represent the image name (, ,). Continue with *cat*, *hat*, *jam*, *mat* and *man*.

Student Activity

Student Book Activity

Display page 30 of the Student Book. Read the instructions to students and discuss the images. Model what has to be done before students complete the activities independently.

Extra Games and Activities

Art

Collage pictures of fruit onto paper plates and display. Alternatively, print with apples cut in halves to fill the apple outline on **BLM A25**. Cut out and glue on a mural of trees to make an orchard.

Pass the Rhyme

Students sit in a circle and say rhyming words. Use *__at*, *__an*, *__ad*, *__ag* and *__ap*. See instructions on page 164.

Build a Word

Display the and Icon Sound Cards. Ask students to blend the two sounds to form **at**. Place the Icon Sound Card in front of the cards and ask students to blend the sounds to form **bat**. Continue similarly with Icon Sound Cards to form *cat*, *fat*, *hat*, *mat*, *pat*, *rat* and *sat*.

For more games and activities, visit the homepage via the QR code or turn to pages 158–166.

Day 1

Grapheme: e

List Words: red | peg | get

Warm Up

Revise Chants and Actions

Perform all the Chants and Actions to revise the 43 sounds.

..... Track 3 of Let's Sing the Sounds CD

Revise List Words

Display and read the previous 20 List Words. Say the sound for each grapheme, then blend the sounds to make the word. Ask students to repeat after you.

..... List Word Flashcards



Teaching

1. Revise the Focus Sound

- Model articulation of the focus sound and ask students to practise making the sound. Ensure students understand this is the focus sound for the next two days.
- Brainstorm words and names containing the focus sound (oral only).

..... page 173

2. Introduce the Grapheme

Display the  Sound Box. Explain that the letter **e** can be used to represent the focus sound. Say the List Words *red*, *peg* and *get*, emphasising the focus sound and ask students to repeat after you. Tell students to say the focus sound whenever they see .

..... Sound Card

3. Write the Grapheme




Model how to write **e** and **E**. Demonstrate where to start, which direction to take and where to finish. Ask students to practise writing the letter in the air, on the floor, or on the back of the student in front of them.

4. Read List Words

Display the List Word *red*. Point to and say the sound for each grapheme, then blend the sounds to make the word. Ask students to repeat after you. Continue with the List Words *peg* and *get*.

..... List Word Flashcards

5. Write List Words

Display the ,  and  Sound Icons. Point to and say the sound for each icon, then blend the sounds to make the List Word *red*. Ask students to segment *red*, counting the sounds on their fingers.

..... Icon Sound Cards

Model writing *red* on the whiteboard. Erase the word then choose a student to write the word.

Continue with the List Words *peg* and *get*.

Tip: Have students use Write on Cards (**BLM WOC**) or mini whiteboards to practise writing the List Words.

Student Activity

Student Book Activity

Display page 62 of the Student Book. Read the instructions to students and discuss the images. Model what has to be done before students complete the activities independently.



For best results, conduct this lesson using
Sound Waves Online via fireflygo.com/swf-2-13.
To complete the lesson offline, use the resources
listed below. For more information see page 7.

Day 2

Concept: Sentence Writing







Warm Up

Memory

Display, face down, 4–6 pairs of previously learned List Words. Have students take turns turning over a card and reading the List Word, then turning over another card to match. Repeat until all the words have been paired.

..... BLM WU11

Build a Word

Display a selection of Sound Icons and matching graphemes, including , , , , ,  and **m, t, d, n, p, e**. Segment the word *den*, holding up a finger for each sound. Ask students to repeat after you. As a class, select the correct icons and matching graphemes to build the word. Continue with rhyming words *men*, *pen* and *ten*.

..... Icon Sound Cards and
Grapheme Flashcards
or Sound Cards

Tip: Have students use Write on Cards (**BLM WOC**) or mini whiteboards to practise writing the words.

Student Activity

Word Activity

Print a class set of the Word Activity (**BLM WA3**).

..... BLM WA3

Model writing the decodable sentence *Meg got a peg*, to match the picture prompt on **BLM WA3** before students complete the activity independently.

Small Group Reading

Decodable Reader

Print a class set and one A3 copy of the Decodable Reader (**BLMs DR4a–DR4b**).

Read the A3 copy of the Decodable Reader to the class. Model reading from left to right, decoding words and identifying any Special Words, then draw pictures to match the text.


With one small group at a time, ask students to read their Decodable Readers aloud. Prompt them to decode the words they do not automatically recognise. Finally, have students illustrate their booklets with images that match the text.

Extra Games and Activities

Brainstorming: Brainstorm words containing the focus sound (written). See instructions on page 159.

Match Up: Students match words to pictures using **BLMs GM57** and **GM58**. See instructions on page 162.

Handwriting Practice: Students practise letter formation using **BLM HW13**.

For more games and activities, visit the  homepage via the QR code or turn to pages 158–166.

Day 1

Grapheme: **k**

List Words: **kid** | **kit**

Warm Up

Revise Chants and Actions

Perform all the Chants and Actions to revise the 43 sounds.

..... Track 3 of Let's Sing the Sounds CD

Revise List Words

Display and read the previous 20 List Words. Say the sound for each grapheme, then blend the sounds to make the word. Ask students to repeat after you.

..... List Word Flashcards



Teaching

1. Revise the Focus Sound

- Model articulation of the focus sound and ask students to practise making the sound. Ensure students understand this is the focus sound for the next two days.
- Brainstorm words and names containing the focus sound (oral only).

..... page 167

2. Introduce the Grapheme

Display the  Sound Box. Explain that the letter **k** can be used to represent the focus sound. Say the List Words *kid* and *kit*, emphasising the focus sound and ask students to repeat after you. Tell students to say the focus sound whenever they see .

..... Sound Card

3. Write the Grapheme




Model how to write **k** and **K**. Demonstrate where to start, which direction to take and where to finish. Ask students to practise writing the letter in the air, on the floor, or on the back of the student in front of them.

4. Read List Words

Display the List Word *kid*. Point to and say the sound for each grapheme, then blend the sounds to make the word. Ask students to repeat after you. Continue with the List Word *kit*.

..... List Word Flashcards

5. Write List Words

Display the ,  and  Sound Icons. Point to and say the sound for each icon, then blend the sounds to make the List Word *kid*. Ask students to segment *kid*, counting the sounds on their fingers.

..... Icon Sound Cards

Model writing *kid* on the whiteboard. Erase the word then choose a student to write the word.

Continue with the List Word *kit*.

Tip: Have students use Write on Cards (**BLM WOC**) or mini whiteboards to practise writing the List Words.

Student Activity

Student Book Activity

Display page 64 of the Student Book. Read the instructions to students and discuss the images. Model what has to be done before students complete the activities independently.



For best results, conduct this lesson using
Sound Waves Online via fireflygo.com/swf-2-15.
 To complete the lesson offline, use the resources
 listed below. For more information see page 7.

Day 2

Special Word: **the**
 Concept: **Sentence Writing**










Warm Up

Memory

Display, face down, 4–6 pairs of previously learned Special Words. Have students take turns turning over a card and reading the Special Word, then turning over another card to match. Repeat until all the words have been paired.

..... BLM WU12

Build a Word



Display a selection of Sound Icons and matching graphemes, including , , , , , , , , , and **t, s, i, f, p, h, k**. Segment the List Word *kit*, holding up a finger for each sound. Ask students to repeat after you. As a class, select the correct icons and matching graphemes to build the word. Continue with rhyming words *hit*, *pit*, *fit* and *sit*.

..... Icon Sound Cards and
 Grapheme Flashcards
 or Sound Cards

Tip: Have students use Write on Cards (**BLM WOC**) or mini whiteboards to practise writing the words.

Teaching

1. Introduce the Special Word

- Display and read the Special Word *the*.
- Explain that *the* is special because it has **th** for , which students will learn later in the year, and **e** for , which is not explicitly taught during the year. Ask students to use *the* in a sentence (oral only).

..... Special Word Flashcard

2. Read the Special Word

Show the decodable sentence *The kid is on the mat.* to the class. Model reading the sentence. Point out that when *the* is at the start of a sentence, it begins with a capital **T**. Ask students to read the sentence aloud.

Student Activity

Special Word Activity

Print a class set of the Special Word Activity (**BLM SWA6**).

..... BLM SWA6

Model writing the decodable sentence *The kid is on the mat.* to match the picture prompt on **BLM SWA6** before students complete the activity independently.

Small Group Reading

Decodable Reader

Print a class set and one A3 copy of the Decodable Reader (**BLMs DR6a–DR6b**).

Read the A3 copy of the Decodable Reader to the class. Model reading from left to right, decoding words and identifying any Special Words, then draw pictures to match the text.


With one small group at a time, ask students to read their Decodable Readers aloud. Prompt them to decode the words they do not automatically recognise. Finally, have students illustrate their booklets with images that match the text.

Extra Games and Activities

Brainstorming: Brainstorm words containing the focus sound (written). See instructions on page 159.

Toss a Coin Board Game: Students give phonemes and/or words for specific graphemes on **BLM GM61**. Students may need a thorough explanation and extra supervision the first few times they play this game. See instructions on page 166.

Handwriting Practice: Students practise letter formation using **BLM HW15**.

For more games and activities, visit the  homepage via the QR code or turn to pages 158–166.

Consonant Sound Index



/b/ as in balloon

How to Say the Sound

Lips are together. Air pressure builds up behind the lips and the voice is turned on. The lips pop open.



Voiced

Tips for kids

- check your lips are together
- turn your voice on
- let your lips pop open.

Note: If your students are saying /p/, remind them to turn their voices on for noisy /b/.

Chant and Action

Chant: Bounce balloons – /b/, /b/, /b/.

Action: Hold hands out palm up. Move as if bouncing balloons up into the air.

Grapheme and Word Examples

Focus: *balloon*

Additional: *ribbon*



/k/ as in kite

How to Say the Sound

Mouth is open. The back of the tongue moves up to touch the roof of the mouth. Air pressure builds up in the back of the throat, creating a quick explosion of air.



Unvoiced

Tips for kids

- open your mouth
- make the back of your tongue do the work – /k/ is like a little cough
- /k/ is a quick, quiet sound.

Note: If your students are saying /g/, remind them to turn their voices off for a quiet /k/. If your students are saying /t/, remind them to use the back of the tongue, rather than the front.

Chant and Action

Chant: Crazy kites – /k/, /k/, /k/.

Action: Raise arms above head holding a two-stringed kite. Pull arms down, up, down for /k/, /k/, /k/.

Grapheme and Word Examples

Focus: *kite, car, queen, sock, fox*

Additional: *school, account, acquire, liquor, cheque, gnocchi*



/d/ as in duck

How to Say the Sound

The teeth are together. The tongue tip touches the roof of the mouth behind the top teeth. Air pressure builds up behind the tongue tip and creates a quick explosion of air, as the voice is turned on.



Voiced

Tips for kids

- start by hiding the tip of your tongue behind your top teeth
- /d/ is a quick, noisy sound – use your voice!

Note: If your students are saying /t/, remind them to turn their voices on.

Chant and Action

Chant: Ducks dive down – /d/, /d/, /d/.

Action: Use hands to make duck diving movements.

Grapheme and Word Examples

Focus: *duck*

Additional: *paddle, filled*



/f/ as in fish

How to Say the Sound

The top teeth touch the bottom lip as air is gently forced between them.



Unvoiced

Tips for kids

- use your bunny rabbit teeth
- /f/ is a quiet, blowy sound.

Note: If your students are using /w/ remind them to use their top teeth rather than their lips.

Chant and Action

Chant: Five fat fish – /f/, /f/, /f/.

Action: Weave hand with fingers spread wide for five fat fish swimming through water.

Grapheme and Word Examples

Focus: *fish, cliff*

Additional: *phone, laugh, giraffe*

Vowel Sound Index



/a/ as in apple

How to Say the Sound

The jaw is lowered a large amount with lips stretched out at the corners of the mouth. The tongue sits firm on the bottom of the mouth, as the voice is briefly turned on.



Voiced

Tips for kids

- /a/ is a quick sound
- your mouth is open
- this is a vowel sound, so nothing gets in the way of the air coming out.

Chant and Action

Chant: Ants on apples – /a/, /a/, /a/.

Action: Hold fist in a ball to make a round, apple shape. Walk two fingers over it like ants crawling over an apple.

Grapheme and Word Examples

Focus: apple

Additional: plait, meringue, salmon



/e/ as in egg

How to Say the Sound

/e/ is the vowel sound between /a/ and /i/, in that the jaw is lowered more than for /i/ but less than for /a/. The lips are stretched outwards at the corners of the mouth but are less stretched than for /i/. The tongue is firm in the bottom of the mouth and the voice is briefly turned on.



Voiced

Tips for kids

- /e/ is a quick sound
- your mouth is open and your lips stretch out a little
- this is a vowel sound, so nothing gets in the way of the air coming out.

Chant and Action

Chant: Empty eggs – /e/, /e/, /e/.

Action: Make cup shapes with hands to be empty egg shells.

Grapheme and Word Examples

Focus: egg

Additional: head, any, bury, friend, said, says, leopard, heifer



/i/ as in igloo

How to Say the Sound

The jaw is lowered only a little way. Lips are stretched out into a small smile. The sides of the tongue press outwards onto the teeth, as the voice is briefly turned on.



Voiced

Tips for kids

- /i/ is a quick sound
- make a little smile
- this is a vowel sound, so nothing gets in the way of the air coming out.

Chant and Action

Chant: In the igloo – /i/, /i/, /i/.

Action: Hold up arms around body and shiver as though cold.

Grapheme and Word Examples

Focus: igloo

Additional: syrup, pretty, women, busy, build, sieve, cabbage



/o/ as in orange

How to Say the Sound

The jaw is lowered a large amount, with the sides of the lips drawn in to create a relaxed circle with the mouth. The tongue pulls backwards in the bottom of the mouth, as the voice is turned on.



Voiced

Tips for kids

- /o/ is a quick sound
- make your lips into a big circle
- this is a vowel sound, so nothing gets in the way of the air coming out.

Chant and Action

Chant: On the orange – /o/, /o/, /o/.

Action: Hold fist to be round, orange shape. Tap top of fist.

Grapheme and Word Examples

Focus: orange

Additional: watch, honest, sausage, knowledge, yacht, rendezvous

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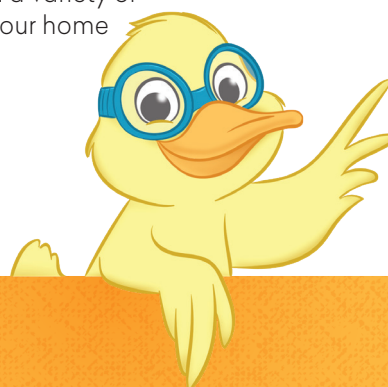
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